

Spring Branch Independent School District
Cornerstone Academy
2023-2024 Campus Improvement Plan



Mission Statement

In SBISD, our promise to our entire community is to inspire minds and shape lives by: improving academic performance of all students, graduating all high school students, and preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully

Vision

Cornerstone Academy strives to be a dynamic, strategically-designed learning community that is empowered by diversity, a commitment to excellence and a distinctive approach to the learning process.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cornerstone Academy serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 10 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then decreased by 6 students from the 2022–2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 365

2021-2022: Enrollment – 371

2020-2021: Enrollment – 361

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Cornerstone Academy has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2022-2023 school year, 8.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 12.1% At-Risk; 15.9% Economically Disadvantaged; 5.2% of students were identified for special education services; and 35.1% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 5 (1.4%)

2021-2022: African American – *

2020-2021: African American – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 49 (13.4%)

2021-2022: Asian – 47 (12.7%)

2020-2021: Asian – 43 (11.9%)

2022-2023: Hispanic – 104 (28.5%)

2021-2022: Hispanic – 117 (31.5%)

2020-2021: Hispanic – 122 (33.8%)

2022-2023: Native Hawaiian-Pacific Islander – *

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 183 (50.1%)
2021-2022: White – 181 (48.8%)
2020-2021: White – 180 (49.9%)

2022-2023: Two-or-more – 20 (5.5%)
2021-2022: Two-or-more – 20 (5.4%)
2020-2021: Two-or-more – 11 (3.1%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 44 (12.1%)
2021-2022: At-Risk – 60 (16.2%)
2020-2021: At-Risk – 51 (14.1%)

2022-2023: Economically Disadvantaged – 58 (15.9%)
2021-2022: Economically Disadvantaged – 78 (21.0%)
2020-2021: Economically Disadvantaged – 69 (19.1%)

2022-2023: Emergent Bilingual/English Learner – 30 (8.2%)
2021-2022: Emergent Bilingual/English Learner – 41 (11.1%)
2020-2021: Emergent Bilingual/English Learner – 31 (8.6%)

2022-2023: Gifted and Talented – 128 (35.1%)
2021-2022: Gifted and Talented – 132 (35.6%)
2020-2021: Gifted and Talented – 128 (35.5%)

2022-2023: Homeless – *
2021-2022: Homeless – 0 (0.0%)
2020-2021: Homeless – *

2022-2023: Immigrant – 0 (0.0%)
2021-2022: Immigrant – *
2020-2021: Immigrant – *

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 19 (5.2%)
2021-2022: Special Education – 18 (4.9%)
2020-2021: Special Education – 15 (4.2%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 98.5%

2019-2020: 99.5%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 1.4%

2019-2020: 0.0%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

Demographic strengths of Cornerstone include

- a smaller overall learning environment with fewer than 400 kids on campus.
- lottery based enrollment from elementary schools across the district.
- extremely high attendance rate and very low chronic absenteeism.
- high percentage of gifted and talented students which correlates with an exclusively AAC curriculum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though we recruit equitably to elementary families across the district, our student demographics show that enrollment does not reflect the diversity of the district. **Root Cause:** For a variety of reasons, some elementary families do not see Cornerstone as a viable option for their child.

Problem Statement 2: Though we enroll students from across the district, our diversity demographics do not reflect the diversity of the entire district. **Root Cause:** For a variety of reasons, some elementary families do not see Cornerstone as a viable option for their child.

Student Achievement

Student Achievement Summary

Cornerstone Academy implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 6th Grade Reading - 97% Approaches; 82% Meets; 58% Masters

2021: 6th Grade Reading - 93% Approaches; 69% Meets; 43% Masters

2022: 7th Grade Reading - 98% Approaches; 89% Meets; 73% Masters

2021: 7th Grade Reading - 98% Approaches; 84% Meets; 59% Masters

2022: 8th Grade Reading - 97% Approaches; 88% Meets; 65% Masters

2021: 8th Grade Reading - 92% Approaches; 71% Meets; 33% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 88% Approaches; 71% Meets; 47% Masters

2021: SPED All Grades Reading - 87% Approaches; 60% Meets; 33% Masters

2022: EB/EL All Grades Reading - 92% Approaches; 68% Meets; 37% Masters

2021: EB/EL All Grades Reading - 83% Approaches; 52% Meets; 24% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 6th Grade Mathematics - 100% Approaches; 88% Meets; 62% Masters

2021: 6th Grade Mathematics - 98% Approaches; 86% Meets; 56% Masters

2022: 7th Grade Mathematics - 94% Approaches; 76% Meets; 35% Masters

2021: 7th Grade Mathematics - 100% Approaches; 83% Meets; 44% Masters

2022: 8th Grade Mathematics - 98% Approaches; 84% Meets; 63% Masters

2021: 8th Grade Mathematics - 100% Approaches; 100% Meets; 69% Masters

2022: End of Course Algebra I - 100% Approaches; 94% Meets; 83% Masters

2021: End of Course Algebra I - 97% Approaches; 67% Meets; 47% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 100% Approaches; 76% Meets; 35% Masters

2021: SPED All Grades Mathematics - 100% Approaches; 80% Meets; 47% Masters

2022: EB/EL All Grades Mathematics - 97% Approaches; 75% Meets; 53% Masters

2021: EB/EL All Grades Mathematics - 97% Approaches; 65 % Meets; 27% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Cornerstone's strengths with regards to student achievement include:

- performing above the state and district in all categories of all tests.
- significant growth in "meets" and "masters" across grade levels in reading.
- significant growth in "meets" and "masters" in 6th grade math and EOC Algebra.
- significant gains in with EB students across grade levels in reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: "Meets" and "masters" levels of 8th grade math are not as high as they should be considering that the students who take this test are currently in Geometry class. **Root Cause:** Students in Geometry took Algebra I as 7th graders and skip over easier material that is tested on the 8th grade math test.

Problem Statement 2: Scores for SPED students in Reading are lower than in Math. **Root Cause:** More small group differentiation is needed in reading classes.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Cornerstone Academy to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 4 FTE (14.7%)

2020-2021: Beginning – 1 FTE (3.8%)

2022-2023: 1-5 Years – 9.5 FTE (34.4%)

2021-2022: 1-5 Years – 9.5 FTE (34.9%)

2020-2021: 1-5 Years – 6 FTE (22.6%)

2022-2023: 6-10 Years – 7.6 FTE (27.5%)

2021-2022: 6-10 Years – 4.2 FTE (15.4%)

2020-2021: 6-10 Years – 6 FTE (22.6%)

2022-2023: 11-20 Years – 5.9 FTE (21.4%)

2021-2022: 11-20 Years – 4 FTE (14.7%)

2020-2021: 11-20 Years – 4.6 FTE (17.4%)

2022-2023: Over 20 Years – 4.5 FTE (16.3%)

2021-2022: Over 20 Years – 5.5 FTE (20.2%)

2020-2021: Over 20 Years – 9.0 FTE (34.0%)

2022-2023: Total – 27.6 FTE (100%)

2021-2022: Total – 27.2 FTE (100%)

2020-2021: Total – 26.5 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Cornerstone's strengths with regards to staff recruitment and retention include:

- strong onboarding process in place at the district and campus level,
- more than two-thirds of our staff have six or more years of experience,
- healthy mix of experienced, new, and mid-career teachers to offer a variety of perspectives.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Teacher recruitment becomes more difficult every year. **Root Cause:** There are fewer people entering the teaching profession out of college.

Problem Statement 2: Teacher retention becomes more difficult every year. **Root Cause:** Retention concerns include increasing demands placed on teachers and more people leaving education for outside careers

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Cornerstone Academy provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Cornerstone Academy works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Cornerstone's strengths related to family and community engagement include:

- an expectation that parents volunteer every year,
- an active PTA community that regularly seeks support from local businesses,
- increased number of community events offered in recent years.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Community may be affected by geographical issues of pulling kids from different neighborhoods around the district. **Root Cause:** Families are spread across the district and do not live in the same neighborhoods.

Problem Statement 2: Community events are sometimes not well-attended. **Root Cause:** Families are spread across the district and do not always live close to campus.

Goals

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2024, Cornerstone Academy will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math to achieve 100% at approaches, 100% at meets, and at least 60% at masters in math and 80% at masters in reading.

2022-23: Reading: 100% (approaches), 96% (meets), 77% (masters); Math: 100% (approaches), 92% (meets), 56% (masters) Baseline Year

High Priority

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details
<p>Strategy 1: We will continue to support a PLC culture on our campus.</p> <p>A.) Teachers will review and revise essentials</p> <p>B.) Expectation of common formative and summative assessments for each core content course will be set and met.</p> <p>C.) Expectation of data transparency, analysis, and data-informed action (intervention/extension) will be set and met.</p> <p>D.) Half-day subs will be provided to allow additional time for planning.</p> <p>E.) Continued support and professional development via Solution Tree will be given.</p> <p>F.) Consistent implementation of the campus PLC dashboard will be an understood expectation.</p> <p>G.) Application to a model PLC campus through Solution Tree will be started.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy; a guaranteed and viable curriculum regardless of teacher; greater emphasis on systematic data analysis</p> <p>Staff Responsible for Monitoring: Administrators, MCLs, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RTI process to ensure that every child is being effectively served.

- A.) Implementation of the 7-step PLC process to provide accurate data and support will be an expectation.
- B.) Prior to the start of the year, staff will be trained on the RTI inverted pyramid.
- C.) Regularly scheduled, collaborative meetings to discuss RTI progress/movement will occur.
- D.) Data-tracking related to RTI will be implemented via student trackers.
- D) Focused intervention with students will occur throughout the year.

Strategy's Expected Result/Impact: Increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High-quality, first-time instruction supported with appropriate resources and educational experiences.

Strategy's Expected Result/Impact: The need for intervention based on high quality first instruction will be lowered.

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided and required, such as, but not limited to:

- 1) focus on EB and GT strategies that benefit all students
- 2) various educational tools/subscriptions - IXL, Nearpod, Scholastic, etc.
- 3) in-house and outside professional development (student-centered coaching, Marzano, Solution Tree, etc.)

Strategy's Expected Result/Impact: Staff efficacy, student achievement, and staff retention will increase.

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 5 Details

Strategy 5: We will continue our high-interest, fun, skill-building CESIT for math and reading skills and periodic Saturday School for intervention.

Strategy's Expected Result/Impact: Student growth and achievement will increase.

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: We will create and use an additional observation tracking tool used by ILT when visiting classrooms.

Strategy's Expected Result/Impact: To help identify instructional trends and areas for improvement

Staff Responsible for Monitoring: Principal

Asst Principal

MCL

CAIS

ESF Levers:

Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: High-quality, first-time instruction will be supported with appropriate resources and educational experiences.

Strategy's Expected Result/Impact: Lower the need for intervention based on high quality first instruction

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: Cornerstone Academy will increase or maintain the percentage of students demonstrating STAAR Redesigned academic growth in reading and math to 85%.

2022-23: : School Progress-Annual Growth /Accelerated Learning: 90%/NA (Reading); 82%/88% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: We will continue to support a PLC culture on our campus.

- A.) Teachers will review and revise essentials
- B.) Expectation of common formative and summative assessments for each core content course will be set and met.
- C.) Expectation of data transparency, analysis, and data-informed action (intervention/extension) will be set and met.
- D.) Half-day subs will be provided to allow additional time for planning.
- E.) Continued support and professional development via Solution Tree will be given.
- F.) Consistent implementation of the campus PLC dashboard will be an understood expectation.
- G.) Application to a model PLC campus through Solution Tree will be started.

Strategy's Expected Result/Impact: Increased teacher efficacy; a guaranteed and viable curriculum regardless of teacher; greater emphasis on systematic data analysis

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RTI process to ensure that every child is being effectively served.

- A.) Implementation of the 7-step PLC process to provide accurate data and support will be an expectation.
- B.) Prior to the start of the year, staff will be trained on the RTI inverted pyramid.
- C.) Regularly scheduled, collaborative meetings to discuss RTI progress/movement will occur.
- D.) Data-tracking related to RTI will be implemented via student trackers.
- D) Focused intervention with students will occur throughout the year.

Strategy's Expected Result/Impact: Increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High-quality, first-time instruction supported with appropriate resources and educational experiences will be provided.

Strategy's Expected Result/Impact: Lower the need for intervention based on high quality first instruction

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided and required, such as, but not limited to:

- 1) focus on EB and GT strategies that benefit all students,
- 2) various educational tools/subscriptions - IXL, Nearpod, Scholastic, etc.,
- 3) in-house and outside professional development (student-centered coaching, Marzano, Solution Tree, etc.).

Strategy's Expected Result/Impact: Increase in staff efficacy and student achievement; staff retention

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 5 Details

Strategy 5: We will continue our high-interest, fun, skill-building CESIT for math and reading skills and periodic Saturday School for intervention.

Strategy's Expected Result/Impact: Increased student growth and achievement

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: We will create and use an additional observation tracking tool used by ILT when visiting classrooms.

Strategy's Expected Result/Impact: To help identify instructional trends and areas for improvement

Staff Responsible for Monitoring: Principal

Asst Principal

MCL

CAIS

ESF Levers:

Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: We will introduce and provide resources to teachers to implement the use of student data trackers.

Strategy's Expected Result/Impact: Students tracking their own mastery data
Increased student ownership of learning

Staff Responsible for Monitoring: Principal
MCLs
Teachers

ESF Levers:
Lever 3: Positive School Culture

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2024, Cornerstone Academy will continue to meet or exceed all academic achievement indicators in the redesigned closing the gaps domain.

2022-23: 32 of 32 Academic Achievement Points Met; 100% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: We will continue to support a PLC culture on our campus.

- A.) Teachers will review and revise essentials
- B.) Expectation of common formative and summative assessments for each core content course will be set and met.
- C.) Expectation of data transparency, analysis, and data-informed action (intervention/extension) will be set and met.
- D.) Half-day subs will be provided to allow additional time for planning.
- E.) Continued support and professional development via Solution Tree will be given.
- F.) Consistent implementation of the campus PLC dashboard will be an understood expectation.
- G.) Application to a model PLC campus through Solution Tree will be started.

Strategy's Expected Result/Impact: Increased teacher efficacy; a guaranteed and viable curriculum regardless of teacher; greater emphasis on systematic data analysis

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RTI process to ensure that every child is being effectively served.

- A.) Implementation of the 7-step PLC process to provide accurate data and support will be an expectation.
- B.) Prior to the start of the year, staff will be trained on the RTI inverted pyramid.
- C.) Regularly scheduled, collaborative meetings to discuss RTI progress/movement will occur.
- D.) Data-tracking related to RTI will be implemented via student trackers.
- D) Focused intervention with students will occur throughout the year.

Strategy's Expected Result/Impact: Increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High-quality, first-time instruction supported with appropriate resources and educational experiences.

Strategy's Expected Result/Impact: Lower the need for intervention based on high quality first instruction

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided and required, such as, but not limited to:

- 1) focus on EB and GT strategies that benefit all students,
- 2) various educational tools/subscriptions - IXL, Nearpod, Scholastic, etc.,
- 3) in-house and outside professional development (student-centered coaching, Marzano, Solution Tree, etc.).

Strategy's Expected Result/Impact: Increase in staff efficacy and student achievement; staff retention

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Funding Sources: - 199 PIC 24 - At Risk - \$5,375

Strategy 5 Details

Strategy 5: We will continue our high-interest, fun, skill-building CESIT for math and reading skills and periodic Saturday School for intervention.

Strategy's Expected Result/Impact: Increased student growth and achievement

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: We will create and use an additional observation tracking tool used by ILT when visiting classrooms.

Strategy's Expected Result/Impact: To help identify instructional trends and areas for improvement

Staff Responsible for Monitoring: Principal

Asst Principal

MCL

CAIS

ESF Levers:

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 68% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: We will continue to support a PLC culture on our campus.

- A.) Teachers will review and revise essentials
- B.) Expectation of common formative and summative assessments for each core content course will be set and met.
- C.) Expectation of data transparency, analysis, and data-informed action (intervention/extension) will be set and met.
- D.) Half-day subs will be provided to allow additional time for planning.
- E.) Continued support and professional development via Solution Tree will be given.
- F.) Consistent implementation of the campus PLC dashboard will be an understood expectation.
- G.) Application to a model PLC campus through Solution Tree will be started.

Strategy's Expected Result/Impact: Increased teacher efficacy; a guaranteed and viable curriculum regardless of teacher; greater emphasis on systematic data analysis

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RTI process to ensure that every child is being effectively served.

- A.) Implementation of the 7-step PLC process to provide accurate data and support will be an expectation.
- B.) Prior to the start of the year, staff will be trained on the RTI inverted pyramid.
- C.) Regularly scheduled, collaborative meetings to discuss RTI progress/movement will occur.
- D.) Data-tracking related to RTI will be implemented via student trackers.
- D) Focused intervention with students will occur throughout the year.

Strategy's Expected Result/Impact: Increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High-quality, first-time instruction will be supported with appropriate resources and educational experiences.

Strategy's Expected Result/Impact: Lower the need for intervention based on high quality first instruction

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided and required, such as, but not limited to:

- 1) focus on EB and GT strategies that benefit all students,
- 2) various educational tools/subscriptions - IXL, Nearpod, Scholastic, etc.,
- 3) in-house and outside professional development (student-centered coaching, Marzano, Solution Tree, etc.).

Strategy's Expected Result/Impact: Increase in staff efficacy and student achievement; staff retention

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Strategy 5 Details

Strategy 5: We will continue our high-interest, fun, skill-building CESIT for math and reading skills and periodic Saturday School for intervention.

Strategy's Expected Result/Impact: Increased student growth and achievement

Staff Responsible for Monitoring: Administrators, MCLs, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: We will create and use an additional observation tracking tool used by ILT when visiting classrooms.

Strategy's Expected Result/Impact: To help identify instructional trends and areas for improvement

Staff Responsible for Monitoring: Principal

Asst Principal

MCL

CAIS

ESF Levers:

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2024, Cornerstone Academy will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 2 percentage points in Evidence-based reading and writing (ERW) and 5 percentage points in mathematics.

2022-23: 93% Met ERW; 85% Met Mathematics; 80% Met Both

Evaluation Data Sources: PSAT 8/9 (Grade 8)

Strategy 1 Details
<p>Strategy 1: Measure college and career readiness of students as measured on MAP "On-Track" to College Board benchmark performance in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase percent of students who are "On-Track" in reading and math as measured on MAP.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal MCLs</p>
Strategy 2 Details
<p>Strategy 2: Students and parents will be educated about the importance of PSAT 8/9, including how it leads to PSAT NMSQT and SAT and how to best prepare for the exam.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the PSAT/SAT testing available through College Board Increased student ownership of test results</p> <p>Staff Responsible for Monitoring: Principal MCLs Counselor CAIS</p>

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2023: 358 students completed one or more advanced courses

Spring 2022: 365 students completed one or more advanced courses

Evaluation Data Sources: Skyward course data (AAC and AP courses)

Note: All Cornerstone students complete advanced courses. We have increased our attendance this year, so that will increase the number of students completing advanced courses.

Strategy 1 Details
<p>Strategy 1: We will continue offering all AAC core classes so all students can complete advanced courses.</p> <p>Strategy's Expected Result/Impact: We will continue to have 100% enrollment in advanced courses</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Cornerstone Academy will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: We will align student recognition programs to SBISD Core Characteristics.</p> <p>Strategy's Expected Result/Impact: Awareness of SBISD Core Characteristics Student ownership of SBISD Core Characteristics</p> <p>Staff Responsible for Monitoring: Principal Teachers (who select students for recognition)</p>
Strategy 2 Details
<p>Strategy 2: We will add an "S" to the end of CESIT (Cornerstone electives). The additional "S" stands for service (complete acronym is Career Exploration, Specialized Interests, Talents, and Service).</p> <p>Strategy's Expected Result/Impact: Increase in service-minded electives offered through CESITS program Increase in community involvement</p> <p>Staff Responsible for Monitoring: Assistant Principal Teachers</p>
Strategy 3 Details
<p>Strategy 3: We will continue to hold Student-led Conferences twice a year - fall and spring - in which students serve as communicators and collaborators in regards to their learning.</p> <p>Strategy's Expected Result/Impact: Increased communication skills Increased student ownership Increased problem-solving regarding learning outcomes</p> <p>Staff Responsible for Monitoring: ILT Teachers Students Parents</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Strategy 4 Details

Strategy 4: We will implement CSA 1st Day Activities (series of problem-solving, team-building activities on the first day of school that promote communication, problem-solving, collaboration, and leadership).

Strategy's Expected Result/Impact: Build school community

Emphasize SBISD Core Characteristics

Staff Responsible for Monitoring: Principal

Asst. Principal

MCLs

Teachers

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Cornerstone Academy will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Note: Currently, CSA does not have any students who meet requirements for TIER interventions. However, we do have a robust RTI system for students identified as needing additional support to meet CSA's rigorous standards.

Strategy 1 Details
Strategy 1: We will continue high quality first time instruction; continue to meet and identify RTI students by CSA standards.

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 3: POST-SECONDARY PLANNING: Cornerstone Academy students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

Evaluation Data Sources: 4-Year Plan, Endorsement Selection Form

Strategy 1 Details
<p>Strategy 1: All 8th graders will participate in 4-year planning on Naviance. Strategy's Expected Result/Impact: Increased awareness of high school course options Increased student ownership (and subsequent high school success) Staff Responsible for Monitoring: Counselor Principal</p>
Strategy 2 Details
<p>Strategy 2: CSA students will visit local college/university campuses, SBISD high schools, and the Guthrie Center. Strategy's Expected Result/Impact: Increased awareness of secondary and post-secondary options Staff Responsible for Monitoring: Counselor Principal</p>
Strategy 3 Details
<p>Strategy 3: We will increase the number of students who take high school credit courses in middle school, especially CTE courses. Strategy's Expected Result/Impact: Increased readiness for high school, which, in turn, contributes to post-secondary readiness Staff Responsible for Monitoring: Counselor Principal</p> <p>Funding Sources: - 199 PIC 22 - Career & Technology - \$7,770</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 4: STUDENT ATTENDANCE: By June 2024, student attendance at Cornerstone Academy will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details
<p>Strategy 1: Outreach to parents will continue regarding the correlation between attendance and academic success and continued monitoring of attendance trends.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal Registrar</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details
<p>Strategy 1: All staff members will complete Safe Schools training Strategy's Expected Result/Impact: Staff awareness of safety expectations and subsequently meeting those expectations Staff Responsible for Monitoring: Asst Principal</p>
Strategy 2 Details
<p>Strategy 2: We will create and implement a campus discipline management flowchart (aligned with district discipline expectations). Strategy's Expected Result/Impact: Safe, well-managed classrooms and building Staff Responsible for Monitoring: Principal Asst Principal Teachers</p>
Strategy 3 Details
<p>Strategy 3: We will implement weekly safety walks. Strategy's Expected Result/Impact: Increased safety on campus Increased awareness of safety expectations based on feedback provided to staff as a result of weekly safety walks Staff Responsible for Monitoring: Asst Principal Principal</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times/year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: We will participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address and deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOPs submitted by September 1.</p>

Goal 4: FISCAL RESPONSIBILITY. Cornerstone Academy will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$73,255.00
+/- Difference					\$73,255.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$7,770.00
Sub-Total					\$7,770.00
Budgeted Fund Source Amount					\$7,770.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$5,375.00
Sub-Total					\$5,375.00
Budgeted Fund Source Amount					\$5,375.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,727.00
+/- Difference					\$23,727.00
Grand Total Budgeted					\$110,127.00
Grand Total Spent					\$13,145.00
+/- Difference					\$96,982.00